



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State’s measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students’ scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student’s ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2007 (Reports Revised October 2007)
ID: 11751432
District: Westbrook School Department
School: Congin School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

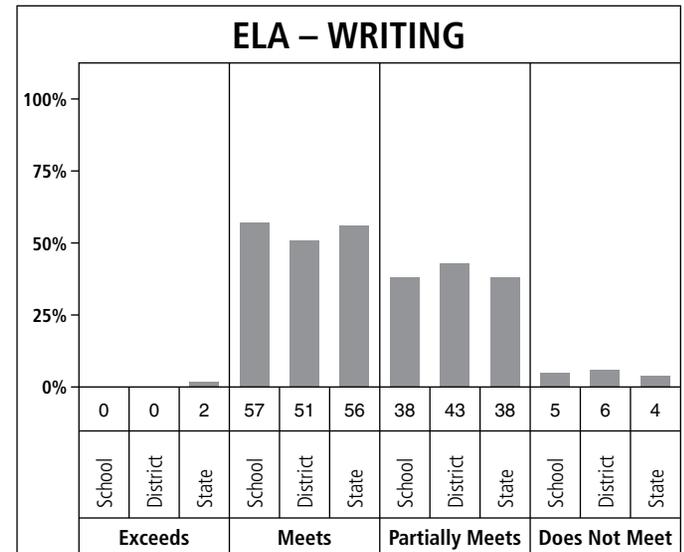
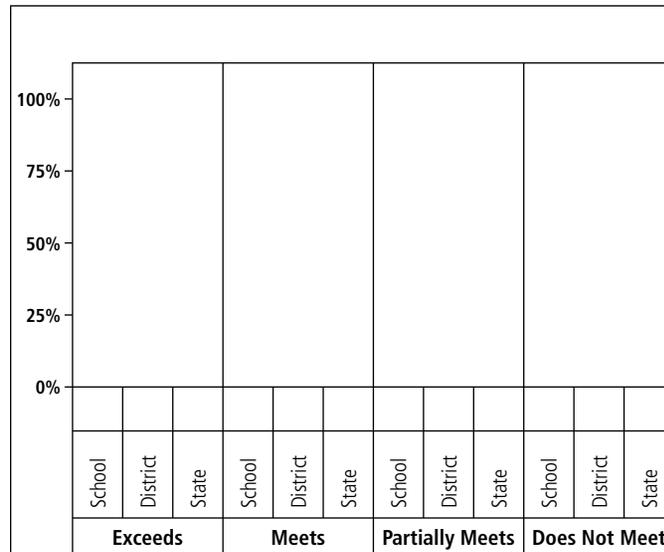
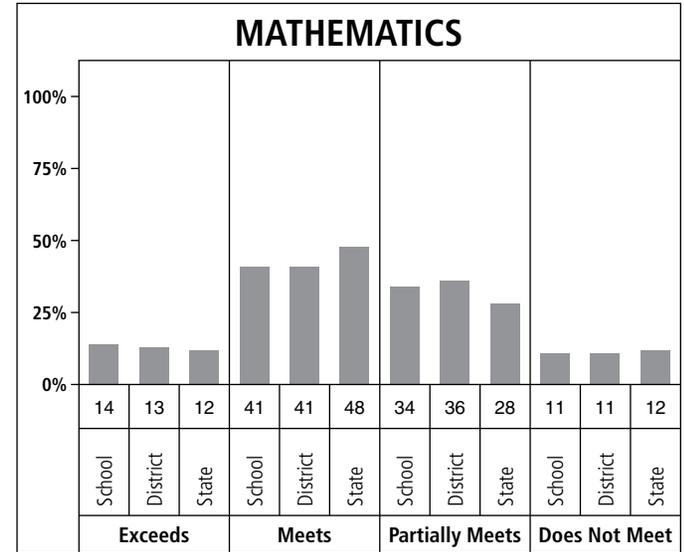
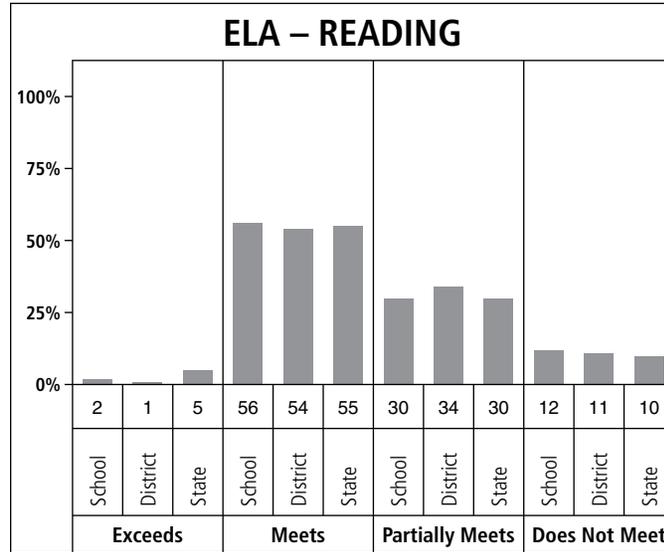
<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
English Language Arts – Writing Results	10-11



SUMMARY OF SCORES

Date: March 2007
 Grade: 5
 District: Westbrook School Department
 School: Congin School

Summary of School, District, and State Scores			
Year	Average Scaled Score		
	School	District	State
ELA – Reading 2005–2006 2006–2007 Cum. Avg.*	542 543 543	542 543 543	544 544 544
Mathematics 2005–2006 2006–2007 Cum. Avg.*	544 545 545	545 545 545	543 546 544
ELA – Writing 2005–2006 2006–2007 Cum. Avg.*	540 540 540	539 539 539	541 541 541



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.



SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 5
 District: Westbrook School Department
 School: Congin School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
	School		District		State		ELA-Reading						Mathematics						ELA-Writing											
	n	%	n	%	n	%	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	125	100	211	100	14332	100	123	99	209	100	14252	100	123	99	209	100	14255	100							123	99	209	100	14191	99
Ethnicity																														
African American	5	4	11	5	382	3	5	100	11	100	372	97	5	100	11	100	377	99							5	100	11	100	366	96
American Indian/Native Alaskan	0	0	0	0	106	1	0	0	0	0	103	99	0	0	0	0	103	99							0	0	0	0	103	99
Asian/Pacific Islander	0	0	2	1	251	2	0	0	2	100	249	99	0	0	2	100	250	100							0	0	2	100	248	99
Hispanic	3	2	4	2	148	1	3	100	4	100	148	100	3	100	4	100	147	99							3	100	4	100	147	99
White	117	94	194	92	13445	94	115	99	192	99	13380	100	115	99	192	99	13378	100							115	99	192	99	13327	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability	23	18	45	21	2522	18	21	95	43	98	2500	100	21	95	43	98	2500	100							21	95	43	98	2482	99
Current LEP	2	2	3	1	287	2	2	100	3	100	278	97	2	100	3	100	283	99							2	100	3	100	270	94
Economically disadvantaged	53	42	102	48	5401	38	53	100	102	100	5355	99	53	100	102	100	5360	99							53	100	102	100	5319	99
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100							0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						ELA-Writing													
	School		District		State		School		District		State		School		District		State		School		District		State			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Participation without accommodations	104	83	168	80	11327	79	104	83	168	80	11313	79							104	83	168	80	11382	79		
Identified disability (PET/IEP)	4	4	6	4	408	4	4	4	6	4	419	4							4	4	6	4	454	4		
LEP	2	2	2	1	145	1	2	2	2	1	147	1							2	2	2	1	146	1		
504 plan	2	2	5	3	122	1	2	2	5	3	124	1							2	2	5	3	126	1		
Participation with accommodations	19	15	40	19	2706	19	19	15	40	19	2743	19							19	15	40	19	2611	18		
Identified disability (PET/IEP)	17	89	36	90	1890	70	17	89	36	90	1893	69							17	89	36	90	1841	71		
LEP	0	0	1	3	121	4	0	0	1	3	131	5							0	0	1	3	118	5		
504 plan	1	5	2	5	58	2	1	5	2	5	57	2							1	5	2	5	53	2		
Other	1	5	1	3	655	24	1	5	1	3	680	25							1	5	1	3	617	24		
Participation through alternate assessment (PAAP)	0	0	1	0	213	1	0	0	1	0	199	1							0	0	1	0	198	1		
Identified disability (PET/IEP)	0	0	1	100	202	95	0	0	1	100	188	94							0	0	1	100	187	94		
LEP	0	0	0	0	6	3	0	0	0	0	5	3							0	0	0	0	6	3		
504 plan	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0		
Approved non-participation in reading – 1st year LEP	0	0	0	0	6	0																				
Approved non-participation – special consideration	1	1	1	0	18	0	1	1	1	0	18	0							1	1	1	0	20	0		
Non-participation – other	1	1	1	0	62	0	1	1	1	0	59	0							1	1	1	0	121	1		

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.



ELA-READING RESULTS

Date: March 2007
 Grade: 5
 District: Westbrook School Department
 School: Congin School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	4	4	4	2	721	5
	2006-2007	2	2	2	1	702	5
	Cum. Avg.	3	3	3	2	712	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	58	52	90	50	7571	53
	2006-2007	69	56	113	54	7730	55
	Cum. Avg.	64	54	102	53	7651	54
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	33	30	60	34	4343	30
	2006-2007	37	30	70	34	4182	30
	Cum. Avg.	35	30	65	34	4263	30
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	16	14	25	14	1628	11
	2006-2007	15	12	23	11	1419	10
	Cum. Avg.	16	14	24	12	1524	11

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	27.8	57.9	27.6	57.5	28.8	60.0
Literary Text	24	50	14.1	58.8	13.8	57.5	14.2	59.2
Informational Text	24	50	13.7	57.1	13.8	57.5	14.5	60.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS (CONTINUED)

Date: March 2007
 Grade: 5
 District: Westbrook School Department
 School: Congin School

REPORTING CATEGORIES	School										District					State							
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score	
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%		
All Students	123		2	2	69	56	37	30	15	12	543	208	1	54	34	11	543	14033	5	55	30	10	544
Ethnicity																							
African American	5		0	0	2	40	0	0	3	60	524	11	0	36	27	36	532	368	2	36	38	23	538
American Indian/Native Alaskan	0											0						102	1	36	43	20	539
Asian/Pacific Islander	0											2						247	8	52	31	9	545
Hispanic	3											4						143	2	38	42	18	540
White	115		2	2	66	57	37	32	10	9	544	191	1	56	35	8	543	13173	5	56	29	10	545
Not Reported	0											0						0					
Identified disability																							
Yes	21		0	0	5	24	7	33	9	43	533	42	0	29	36	36	535	2298	0	22	43	34	535
No	102		2	2	64	63	30	29	6	6	545	166	1	61	33	5	544	11735	6	62	27	5	546
Limited English proficient students																							
Current LEP in first year	0											0						3					
Current LEP beyond first year	2											3						263	1	24	43	33	534
Economically disadvantaged																							
Yes	53		0	0	22	42	19	36	12	23	539	101	0	42	42	17	540	5223	2	43	39	17	540
No	70		2	3	47	67	18	26	3	4	546	107	2	66	26	6	545	8810	7	62	25	6	547
Migrant																							
Yes	0											0						8	13	13	63	13	539
No	123		2	2	69	56	37	30	15	12	543	208	1	54	34	11	543	14025	5	55	30	10	544
Gender																							
Female	62		2	3	37	60	16	26	7	11	544	102	2	58	31	9	543	6967	7	57	27	8	546
Male	61		0	0	32	52	21	34	8	13	542	106	0	51	36	13	542	7066	3	53	32	12	543
Not Reported	0											0						0					
Title 1A targeted program																							
Yes	15		0	0	2	13	7	47	6	40	535	39	0	21	62	18	538	1573	0	30	51	19	538
No	108		2	2	67	62	30	28	9	8	544	169	1	62	27	9	544	12460	6	58	27	9	545
Gifted/talented program																							
Yes	0											3						499	24	72	3	0	556
No	123		2	2	69	56	37	30	15	12	543	205	1	54	34	11	542	13534	4	54	31	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 5
District: Westbrook School Department
School: Congin School

QUESTIONNAIRE ITEMS	School										District					State							
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score			
	%	N	%	N	%	N	%	N	%	N	%	%	%	%	%	%	%	%	%	%			
How much homework do you do on school nights?																							
A. none	2	0	0	0	0	0	0	2	100	524	3	0	20	40	40	534	5	3	43	32	22	540	
B. less than one hour	83	2	2	55	65	22	26	6	7	545	77	1	58	31	9	544	67	5	56	30	9	545	
C. one to two hours	15	0	0	9	60	5	33	1	7	543	18	0	64	30	6	544	26	5	56	30	9	545	
D. more than two hours	1	0	0	0	0	1	100	0	0	534	2	0	0	100	0	535	2	2	41	34	23	539	
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																							
A. The questions on the test match what I have learned in reading class.	27	1	4	22	81	4	15	0	0	548	28	2	78	20	0	547	35	8	61	24	7	547	
B. They match some of what I have learned.	58	0	0	36	61	20	34	3	5	544	55	0	55	37	8	543	52	4	57	31	8	545	
C. They match just a little of what I have learned.	9	1	11	5	56	2	22	1	11	546	12	5	45	36	14	542	10	2	38	39	21	539	
D. There is no match.	6	0	0	1	17	1	17	4	67	528	5	0	13	25	63	527	3	1	28	41	29	536	
Which of the following best describes how you rate yourself as a student in reading?																							
A. very good	30	2	7	23	77	5	17	0	0	550	30	4	77	17	2	548	30	11	65	18	6	549	
B. good	61	0	0	37	60	16	26	9	15	542	58	0	55	32	13	542	53	3	56	32	9	544	
C. fair	7	0	0	3	43	4	57	0	0	540	9	0	25	56	19	537	15	0	37	45	18	539	
D. poor	2	0	0	0	0	2	100	0	0	537	3	0	0	100	0	537	2	0	24	45	31	535	
How difficult was the reading part of this test?																							
A. harder than my regular schoolwork	14	0	0	7	50	3	21	4	29	538	16	0	39	36	25	538	13	2	41	35	22	539	
B. about the same as my regular schoolwork	67	2	3	40	61	19	29	5	8	545	67	2	56	34	9	544	66	6	57	30	8	545	
C. easier than my regular schoolwork	19	0	0	14	74	5	26	0	0	546	17	0	76	24	0	546	20	6	59	27	9	545	
How difficult were the reading passages on this test?																							
A. Most of the passages were more difficult than what I normally read.	12	0	0	3	25	5	42	4	33	536	12	0	20	50	30	536	10	1	27	43	30	536	
B. Most of the passages were about the same as what I normally read.	59	0	0	39	67	16	28	3	5	544	58	0	58	36	6	543	55	3	54	34	9	544	
C. Most of the passages were easier than what I normally read.	29	2	7	19	66	6	21	2	7	547	30	4	69	17	10	546	35	9	65	20	5	548	
How much time do you spend reading at home each day?																							
A. more than one hour	22	1	5	14	64	5	23	2	9	546	16	4	54	32	11	544	17	9	59	24	8	547	
B. 20 minutes to an hour	44	1	2	30	68	10	23	3	7	545	49	1	62	28	8	544	57	6	59	28	8	545	
C. less than 20 minutes	10	0	0	6	60	2	20	2	20	544	10	0	50	28	22	541	13	2	47	37	14	542	
D. I rarely read at home.	25	0	0	12	48	11	44	2	8	541	25	0	51	42	7	542	14	1	45	38	17	540	
How many pages do you read in school and to complete homework assignments?																							
A. five or fewer pages	28	0	0	17	65	7	27	2	8	544	31	0	65	27	8	544	25	3	47	35	15	542	
B. six to ten pages	22	0	0	12	57	7	33	2	10	542	22	0	50	36	14	541	28	4	55	32	10	544	
C. eleven or more pages	50	2	4	29	62	12	26	4	9	545	47	3	56	32	9	544	47	7	60	26	7	546	
Optional school/district question																							
A.	0										0												
B.	0										0												
C.	0										100	0	0	0	100		525						
D.	0										0												

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
 N = Number



MATHEMATICS RESULTS

Date: March 2007
 Grade: 5
 District: Westbrook School Department
 School: Congin School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL							
		School		District		State			
		N	%	N	%	N	%		
The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in mathematics.									
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	12	11	19	11	1415	10		
	2006-2007	17	14	27	13	1711	12		
	Cum. Avg.	15	13	23	12	1563	11		
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (scaled score 541–560)	2005-2006	52	47	89	50	6503	45		
	2006-2007	50	41	85	41	6778	48		
	Cum. Avg.	51	43	87	45	6641	47		
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	29	26	48	27	3945	28		
	2006-2007	42	34	74	36	3884	28		
	Cum. Avg.	36	31	61	31	3915	28		
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	18	16	23	13	2434	17		
	2006-2007	14	11	22	11	1683	12		
	Cum. Avg.	16	14	23	12	2059	15		

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	7.2	48.0	7.2	48.0	7.8	52.0
Cluster 2: Shape and Size	14	29	6.7	47.9	6.4	45.7	6.9	49.3
Cluster 3: Mathematical Decision Making	5	10	3.2	64.0	3.3	66.0	3.3	66.0
Cluster 4: Patterns	14	29	9.0	64.3	8.8	62.9	8.5	60.7

- Cluster 1: Numbers and Operations**
 - A. Numbers and Number Sense
 - B. Computation
 - I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 - E. Geometry
 - F. Measurement
- Cluster 3: Mathematical Decision Making**
 - C. Data Analysis and Statistics
 - D. Probability
- Cluster 4: Patterns**
 - G. Patterns, Relations, and Functions
 - H. Algebra Concepts
 - K. Mathematical Communication

Each content standard in the clusters above is defined in Maine's *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS (CONTINUED)

Date: March 2007
 Grade: 5
 District: Westbrook School Department
 School: Congin School

REPORTING CATEGORIES	School										District					State						
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
All Students	123	17	14	50	41	42	34	14	11	545	208	13	41	36	11	545	14056	12	48	28	12	546
Ethnicity																						
African American	5	1	20	0	0	2	40	2	40	536	11	9	18	36	36	535	376	4	29	38	30	536
American Indian/Native Alaskan	0										0						102	8	32	31	28	538
Asian/Pacific Islander	0										2						249	17	52	24	7	549
Hispanic	3										4						144	9	34	42	15	541
White	115	16	14	49	43	39	34	11	10	546	191	14	42	36	8	546	13185	12	49	27	11	546
Not Reported	0										0						0					
Identified disability																						
Yes	21	0	0	2	10	10	48	9	43	531	42	2	26	36	36	535	2312	3	27	36	34	535
No	102	17	17	48	47	32	31	5	5	548	166	16	45	36	4	547	11744	14	52	26	8	548
Limited English proficient students																						
Current LEP in first year	0										0						7	0	14	29	57	525
Current LEP beyond first year	2										3						271	5	26	37	32	535
Economically disadvantaged																						
Yes	53	1	2	18	34	23	43	11	21	538	101	4	34	47	16	539	5240	6	40	35	19	540
No	70	16	23	32	46	19	27	3	4	550	107	21	48	25	6	550	8816	16	53	23	8	549
Migrant																						
Yes	0										0						8	13	38	38	13	544
No	123	17	14	50	41	42	34	14	11	545	208	13	41	36	11	545	14048	12	48	28	12	546
Gender																						
Female	62	10	16	24	39	23	37	5	8	545	102	14	41	37	8	545	6972	11	48	29	12	545
Male	61	7	11	26	43	19	31	9	15	545	106	12	41	34	13	544	7084	13	49	26	12	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	0	0	5	33	7	47	3	20	535	39	0	33	56	10	538	1579	2	31	45	22	537
No	108	17	16	45	42	35	32	11	10	547	169	16	43	31	11	546	12477	14	50	25	11	547
Gifted/talented program																						
Yes	0										3						499	54	43	3	0	563
No	123	17	14	50	41	42	34	14	11	545	205	12	41	36	11	544	13557	11	48	29	12	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 5
District: Westbrook School Department
School: Congin School

QUESTIONNAIRE ITEMS	School										District					State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score		
	%	N	%	N	%	N	%	N	%	N	%	%	%	%	%	%	%	%	%	%		
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	0	0	2	100	516	3	0	0	20	80	523	5	9	39	28	25	540
B. less than one hour	83	16	19	40	47	23	27	6	7	548	77	16	45	31	8	547	67	13	49	27	11	546
C. one to two hours	15	1	7	6	40	7	47	1	7	543	18	9	45	39	6	544	26	12	49	28	11	546
D. more than two hours	1	0	0	0	0	1	100	0	0	530	2	0	0	100	0	537	2	3	40	29	28	538
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	37	13	35	17	46	5	14	2	5	555	39	26	49	19	6	552	41	17	52	23	8	549
B. They match some of what I have learned.	50	3	6	24	48	18	36	5	10	543	45	8	46	38	9	543	48	9	49	30	11	545
C. They match just a little of what I have learned.	7	1	14	3	43	3	43	0	0	548	9	6	31	44	19	540	9	7	33	36	24	539
D. There is no match.	6	0	0	0	0	4	67	2	33	528	6	0	9	64	27	529	3	5	25	29	41	533
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	28	12	43	12	43	2	7	2	7	557	32	31	42	18	9	552	31	27	50	16	7	553
B. good	50	5	10	25	50	16	32	4	8	545	49	8	48	35	8	544	48	8	53	29	11	545
C. fair	17	0	0	6	35	9	53	2	12	539	15	0	35	54	12	539	18	2	37	40	20	538
D. poor	5	0	0	1	20	3	60	1	20	538	4	0	29	43	29	537	3	1	25	41	34	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	19	0	0	9	47	7	37	3	16	537	19	0	41	38	22	535	17	5	40	34	21	540
B. about the same as my regular schoolwork	54	10	19	19	36	19	36	5	9	546	62	13	41	37	8	545	66	12	51	28	10	546
C. easier than my regular schoolwork	27	7	26	15	56	4	15	1	4	554	19	30	52	15	3	555	17	23	49	18	10	551
How often do you use hands-on materials in mathematics class?																						
A. almost every day	31	2	6	13	42	14	45	2	6	541	30	6	40	38	15	539	22	11	45	29	15	544
B. two or three days a week	47	10	21	20	43	13	28	4	9	550	46	20	41	34	5	549	38	13	50	27	10	547
C. two or three times each month	18	5	28	8	44	2	11	3	17	549	20	17	51	17	14	547	33	13	50	27	9	547
D. never	3	0	0	2	67	1	33	0	0	549	3	0	60	40	0	548	8	9	44	27	20	542
How often do you use calculators in mathematics class?																						
A. almost every day	13	3	23	5	38	2	15	3	23	547	11	16	26	21	37	540	6	12	41	25	22	542
B. two or three days a week	57	7	13	27	48	19	34	3	5	547	55	11	51	30	7	546	31	13	50	27	10	547
C. two or three times each month	28	7	25	12	43	7	25	2	7	548	30	19	40	37	4	547	45	13	50	27	10	547
D. never	2	0	0	0	0	1	50	1	50	521	3	17	0	67	17	536	17	10	44	30	17	543
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	2	0	0	0	0	1	50	1	50	532	5	0	25	38	38	534	7	8	37	30	25	540
B. 30–45 minutes	22	2	9	5	23	12	55	3	14	540	20	9	29	49	14	540	31	7	44	33	15	543
C. 45–60 minutes	61	13	21	33	53	14	23	2	3	551	45	18	54	23	5	549	42	14	52	25	8	548
D. more than 60 minutes	15	2	13	7	47	3	20	3	20	542	31	15	41	35	9	545	19	17	52	22	9	549
Optional school/district question																						
A.	0										0											
B.	0										0											
C.	0										100	0	0	50	50	527						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
 N = Number



ELA-WRITING RESULTS

Date: March 2007
 Grade: 5
 District: Westbrook School Department
 School: Congin School

STUDENTS AT EACH ACHIEVEMENT LEVEL

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in English language arts – writing.

		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 Cum. Avg.	0 0	0 0	0 0	0 0	260 260	2 2
Meets the Standards – The student's response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 Cum. Avg.	70 70	57 57	106 106	51 51	7844 7844	56 56
Partially Meets the Standards – The student's response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 Cum. Avg.	47 47	38 38	89 89	43 43	5365 5365	38 38
Does Not Meet the Standards – The student's response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 Cum. Avg.	6 6	5 5	13 13	6 6	524 524	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	11.5	57.5	11.2	56.0	11.8	59.0
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	6.1	50.8	5.9	49.2	6.2	51.7
Standard English Conventions (Standard F)	8	40	5.4	67.5	5.3	66.3	5.6	70.0

The MEA assesses students' writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write narrative (grade 5) or persuasive/argumentative (grade 8) writing responses. Content standards F and G are defined in Maine's *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-WRITING RESULTS (CONTINUED)

Date: March 2007
Grade: 5
District: Westbrook School Department
School: Congin School

REPORTING CATEGORIES	School										District					State						
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
All Students	123	0	0	70	57	47	38	6	5	540	208	0	51	43	6	539	13993	2	56	38	4	541
Ethnicity																						
African American	5	0	0	1	20	4	80	0	0	529	11	0	36	55	9	532	366	1	42	51	7	537
American Indian/Native Alaskan	0										0						102	0	51	42	7	539
Asian/Pacific Islander	0										2						247	2	68	27	3	544
Hispanic	3										4						143	0	51	39	10	538
White	115	0	0	68	59	42	37	5	4	541	191	0	52	43	5	540	13135	2	56	38	4	541
Not Reported	0										0						0					
Identified disability																						
Yes	21	0	0	3	14	14	67	4	19	529	42	0	10	69	21	528	2295	0	20	63	16	531
No	102	0	0	67	66	33	32	2	2	542	166	0	61	36	2	542	11698	2	63	33	1	543
Limited English proficient students																						
Current LEP in first year	0										0						3					
Current LEP beyond first year	2										3						261	1	39	49	11	536
Economically disadvantaged																						
Yes	53	0	0	26	49	23	43	4	8	538	101	0	44	49	8	537	5198	1	44	49	6	538
No	70	0	0	44	63	24	34	2	3	542	107	0	58	37	5	541	8795	3	63	32	2	543
Migrant																						
Yes	0										0						8	0	38	63	0	539
No	123	0	0	70	57	47	38	6	5	540	208	0	51	43	6	539	13985	2	56	38	4	541
Gender																						
Female	62	0	0	44	71	15	24	3	5	543	102	0	67	28	5	543	6956	3	67	28	2	544
Male	61	0	0	26	43	32	52	3	5	537	106	0	36	57	8	536	7037	1	45	48	6	538
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	0	0	6	40	8	53	1	7	540	39	0	23	72	5	536	1567	0	38	57	5	537
No	108	0	0	64	59	39	36	5	5	540	169	0	57	36	7	540	12426	2	58	36	4	542
Gifted/talented program																						
Yes	0										3						499	9	77	13	1	549
No	123	0	0	70	57	47	38	6	5	540	205	0	50	43	6	539	13494	2	55	39	4	541

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